

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY



Board Approved:

# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

## Executive Summary

### Campus Improvement Plan 2021-2022



**Mission:** Every student will leave Marcia R. Garza Elementary School with confidence, a love for learning, and a goal-oriented attitude to become influential global citizens. We will model and mold healthy mindsets, render real world learning experiences and grow great leaders. “Enter to Learn - Leave to Achieve”

**Demographics Summary:** The current enrollment of Marcia R. Garza Elementary as of October 2020 was 573 students. The student population at Garza Elementary consists of 100% Hispanic. Our students represent low socio-economic status of approximately 98.4% with 8.6% migrant students and a 14.5% of mobility. Approximately 4.4% of our student population receive special education services, while 14% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2.8% of our student population. The bilingual population is approximately 59.2% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 97.7 – 98%. Most of our students live in the South Alamo area. We currently have 375, previously we had 274 students transfer into Marcia R. Garza Elementary from various zones.

**Comprehensive Needs Assessment Summary:** Marcia R. Garza Elementary received an overall grade of 84 out of 100 based on performance in three different areas, or domains and received 4 out of the 6 stars. In the Student Achievement domain, Marcia R. Garza earned a 90, which shows how much students know and can do at the end of the school year in the areas of Reading and Math. We had 89% of students in Approaches, 63% in Meets and 38% in Masters. The School Progress domain II Part A, Marcia R. Garza Elementary received a 59, this domain shows how students perform over time and how that growth compares to similar schools. Respectively in School Progress domain Part B we received a 90, this portion is based on the Relative Performance which takes into account our demographics. Marcia Garza Elementary scored 70 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

**Curriculum/ Instruction and Assessment:** Teachers in collaboration discuss our current curriculum adopted by our district “Pearson” to include Dr. Diana Ramirez strategies to help guide instructional needs based on students’ areas of concern. Teachers break down and analyzing TEKS during CLC’s and planning time to differentiate instruction in order to help target student growth. Teachers are participating in learning walks focused on research-based strategies (CIF, Reciprocal Reading, Gradual release, Fundamental Five, ELPS, DOK etc.) Accelerated Reader, Imagine Learning Math, !station Reading, Summit K12 TELPAS, Science have been incorporated into daily schedule to assist in areas of need. Progress Monitoring is intentionally monitored in the areas of reading, math, science and writing. Teachers have a rotating built in schedule to accommodate interventions which specifically targets individual student needs. Aside from computer-based learning we also incorporate project-based learning using the Sustainability Developmental Goals while integrating the 21st century Interdisciplinary themes in our daily lessons. Campus, district and state assessment are used to drive our instructional focus to better equip our students to become college ready, college connected and college complete.

**Summary of Goals:** Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5% in all subject areas and subgroups. Students in grades K-2 will show a 5% increase in the number of students performing in Tier 1 as determined by !station reading and Imagine math. Each grade level will show a 5% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide Project Based Annual SDG Fair and social emotional/Growth Mindset initiative. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Marcia R. Garza Elementary will continue to partner with community stakeholders to ensure student/campus success.

# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



## School Board of Education

Jorge “George” Palacios, President  
Jorge L. Zambrano, Vice-President  
Jesus “Jesse” Vela, Jr., Secretary-Treasurer  
Ricardo “Rick” Pedraza, Assistant Secretary-Treasurer  
Victor Perez, Member  
Carlos G. Villegas, Member  
Jesus A. “Jesse” Zambrano, Member

## Superintendent’s Cabinet

Jorge L. Arredondo, Ed.D., Superintendent of Schools  
Juan Alvarez, Chief of Staff  
Janet C. Robles, Chief Financial Officer  
Rolando “Rudy” Treviño, Ed.D., Chief Academic Officer  
Melissa Aguero-Ramirez, Chief of Human Resources  
Hestriverto “Nick” Martinez, Chief Operations Officer

## Senior Staff

Rebeca Garza, Ed.D, Assistant Superintendent for Human Capital Development  
Orlando Noyola, Ed.D, Assistant Superintendent for Student Services  
Lauro Davalos, Ed.D, Assistant Superintendent for Technology  
Nora Cantu, Ed.D, Executive Officer for High Schools  
Nora Rivas-Garza, Executive Officer for Middle Schools  
Corina Ramirez, Executive Officer for Elementary Schools  
Claudia Gonzalez, Executive Officer for Elementary Schools  
Joe Garza, Executive Officer for Elementary Schools  
Linda Uribe, Executive Director for College Readiness  
Rebecca Gonzales, Executive Director for Budget and Finance



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



## Vision

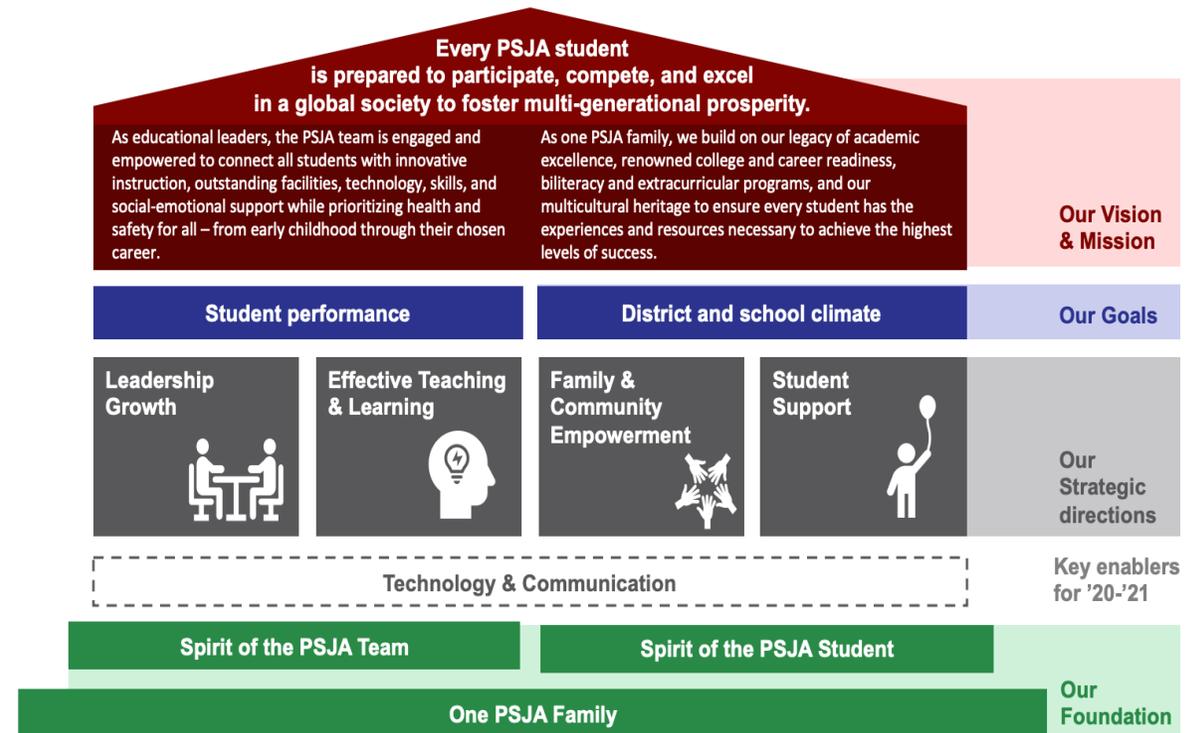
Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

## Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020 by the PSJA School Board of Trustees

## 2021-2022 Strategic Planning Framework



# Roadmap to Success for Every Student: Strategic Priorities for 2021-2022 and Beyond

## **Leadership Growth**

Formal structures that provide the opportunity for those interested or identified as high potential leaders to develop the talent and skills necessary to drive success in PSJA ISD. Leadership growth means opportunities are made available for staff to use the Spirit of PSJA to support the District Vision and Mission.

## **Effective Teaching & Learning**

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to PSJA ISD.

## **Family & Community Empowerment**

The departments that support PSJA ISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

## **Student Support**

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

# Board of Education Goals



**Goal 1:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2023.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2023.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2023.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2023.

**Goal 2:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2023.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2023.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2023.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2023.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2023.

**Goal 3:** The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2023.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2023.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2023.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2023.

**Goal 4:** The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2023.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2023.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2023.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2023.

# Mission Statement

- *Every student will leave Marcia R. Garza Elementary School with confidence, a love for learning, and a goal-oriented attitude to become influential global citizens.*

- *Marcia R. Garza Elementary staff will*

Model and mold healthy mindsets

Render real world learning experiences

Grow great leaders



*“Enter to Learn...Leave to Achieve”*

# Our Beliefs



## ***What We Believe In***

### ***Guiding Principles***

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

## ***What We Want to Accomplish***

Every student will graduate bi-literate, college ready, college connected, and college complete.

# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT MARCIA R. GARZA ELEMENTARY PERSONNEL



## **ADMINISTRATORS**

Marisa T. Santoy, Principal  
Angelica Gonzales, Asst. Principal  
Claudia Garcia, Counselor  
Amy Benitez, Librarian  
Lydia Buenrostro, CLL

## **PRE-KINDER TEACHERS**

Adriana Cantu  
Haydee Rosales

## **KINDER TEACHERS**

San Juanita Rodriguez  
Norma Zuniga  
Veronica Fernandez

## **1<sup>ST</sup> GRADE TEACHERS**

Debora Moreno  
Iris Sanchez  
Carmen Saenz  
Lesley Martinez  
Marysol Garcia

## **2<sup>ND</sup> GRADE TEACHERS**

Aileen Treviño  
Minerva Nelly Treviño  
Grabiela Hernandez  
Jessica Reyna

## **3<sup>RD</sup> GRADE TEACHERS**

Maria Solis  
Evelyn Soto  
Anabel Salinas  
Viviana Cantu  
Sagrario Beatriz Meza

## **4<sup>TH</sup> GRADE TEACHERS**

Sabrina Aleman  
Yurani Ramirez  
Graciela Morales  
Perla De Leon  
Myra Silva

## **5<sup>TH</sup> GRADE TEACHERS**

Herlinda Garcia  
Evelyn Araiza  
Javier Gallardo  
Joanna Molina  
Lluvia Treviño

## **SCIENCE LAB TEACHER**

Erik Martinez

## **RESOURCE TEACHER**

Rene Marquez

## **PHYSICAL EDUCATION COACH**

Hector Garza

## **PARA-PROFESSIONALS**

Lizeth Torres  
Juan Barrera  
Jennifer Cameron  
Estefania Vega  
Ofelia Alba  
  
Missy Cano  
Guadalupe Mora-Hernandez  
Gabriela Buenrostro  
Joseph Barrera  
Ramiro Casarez  
Rebecca Sepulveda  
Norma Ortiz

## **OFFICE PERSONNEL**

Kris Sanchez, Secretary  
Guadalupe Hernandez,  
PEIMS Clerk  
Rebecca Gonzalez, Clerk  
, Parent Educator  
Kristy Garza, Computer Lab  
Manager  
Joanne Estrada, Nurse

## **CUSTODIANS**

Mario Ramirez  
Pedro Gonzalez  
Blanca Cortez

## **CAFETERIA**

Shirley Medina  
Maria Hernandez  
Elizabeth Cortez  
Maria Hernandez  
Yolanda Cardenas  
Isabel Lozano

## **CROSS GUARDS**

Rosa Vargas  
Martin Gow

## **ADMINISTRATOR**

Claudia Gonzalez



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY CAMPUS PLANNING TEAM



CAMPUS PERFORMANCE OBJECTIVE COUNCIL SCHOOL YEAR 2021-2022

**PRINCIPAL:** Marisa T. Santoy

**SUPPORT STAFF:** Mario Ramirez

**ASST. PRINCIPAL:** Angelica Gonzales

**COUNSELOR:** Claudia Garcia

**PARENTS:** Maria Salazar

**TEACHERS:** Haydee Rosales  
Norma Zuniga  
Iris Sanchez  
Minerva Nelly Treviño  
Anabel Salinas  
Lluvia Treviño  
Javier Gallardo  
Hector Garza  
Joe Barrios  
Lydia Buenrostro  
Amy Benitez

**COMMUNITY MEMBER:** Reynaldo Solis

**BUSINESS MEMBER:** Reynaldo Solis

**NON-TEACHING STAFF:** Kristy Garza

**SPECIAL EDUCATION STAFF:** Yvette Umaña

# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT MARCIA R. GARZA ELEMENTARY CAMPUS PLANNING TEAM



## 10 Components of a Title I, Part A Schoolwide Program

### 1. Comprehensive Needs Assessment

- a. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
- b. Required: Use data to create a campus profile that drives the Campus Improvement Plan
- c. Best practice: Involve total school staff in identifying campus needs

### 2. Reform strategies

- a. Required: Review program documentation to ensure that all instructional programs/ instructional strategies are supported by scientifically-based research
- b. Best practice: Identify how each activity strengthens the core academic program
- c. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

### 3. Instruction by Highly Qualified Teachers

- a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require “effective teachers,” and teachers must be state certified
- c. Best practice: Provide opportunities for teachers to observe master teachers in action

### 4. High-Quality and Ongoing Professional Development

- a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate
- b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers
- c. Best practice: Rearrange the school day to provide a block of time for collaborative planning

### 5. Strategies to Attract Highly Qualified Teachers

- a. Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require “effective teachers,” and teachers must be state certified
- c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT MARCIA R. GARZA ELEMENTARY CAMPUS PLANNING TEAM



## 10 Components of a Title I, Part A Schoolwide Program

### 6. Strategies to Increase Parental Involvement

- a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
- b. Required: Include parents in developing the parental involvement policy and school-parent compact
- c. Required: Help parents understand the state's academic content and achievement standards
- d. Best practice: Provide a family literacy program

### 7. Transition (IN 2016-2017 THIS APPLIES TO TRANSITION FROM PRESCHOOL ONLY. UNDER ESSA BEGINNING 2017-2018, IT ALSO APPLIES TO MIDDLE AND HIGH SCHOOL TRANSITIONS.)

- a. Required: Provide transition assistance for students coming from preschool
- b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
- c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
- d. Best practice: Arrange guided site visits to high school for middle school students

### 8. Teacher Decision-Making Regarding Assessments

- a. Required: Include teachers in the decisions and planning regarding use of assessments
- b. Best practice: Provide opportunities for teachers to work together to develop student assessments (Examples: benchmarks, performance assessments, student inventories)
- c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments

### 9. Effective and Timely Assistance to Students Experiencing Difficulty

- a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it
- b. Best practice: Provide individualized and small group learning sessions
- c. Best practice: Incorporate computer assisted instruction, modifications, and accommodations for curriculum activities

### 10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds

- a. Required: Use the flexibility to integrate services and programs to upgrade the entire educational program, thus helping all students reach proficient and advanced levels of achievement
- b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure
- c. Best practice: List Federal, State and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose, and document coordination of program funds in CIP

# Data Resources



## Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. 2018-19 TPRI / TEJAS Lee EOY Summary Reports
3. 2018-19 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. McRel Teacher Evaluations
9. Professional Development Plan
10. Teacher Certifications
11. TELPAS Scores
12. Technology Inventories
13. PBMAS

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### English Learners (EL):

The following sources from across the campus were used to review the Dual Language Department data by the CPOC : State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

#### Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows: (at Meets and Masters Level)

- In Reading, the achievement gap for the Meets Level EL (42%) and All students (58%) 2018-2019 is 12%.
- In Reading, the achievement gap for the Masters Level for EL (24%) and All students (32%) 2018-2019 is 8%.
- In Mathematics, the achievement gap for the Meets Level EL (62%) and All students (70%) 2018-2019 is 8 %.
- In Mathematics, the achievement gap for the Masters Level EL (35%) and All students (41%) 2018-2019 is 6%.
- In Writing, the achievement gap for the Meets Level EL (49%) and All students (57%) 2018-2019 is 8%.
- In Writing, the achievement gap for the Masters Level EL (9%) and All students (12%) 2018-2019 is 3%.
- In Science, the achievement gap for the Meets Level EL (82%) and All students (87%) 2018-2019 is 7%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### English Learners (EL):

#### Strengths:

- The Elementary School TELPAS Yearly Progress Indicator (% of students that increased at least by 1 level) remained at 65% in 2019.
- The Dual Language Program at Marcia R. Garza Elem. serves 60.5% of EL students in grades Pre-K-5<sup>th</sup>.

#### On the STAAR exam by grade level:

STAAR Masters Gr. Level: Reading – 24%, Math – 35%, Science – 39% for EL students

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

The following sources from the campus data were used to review the Economically Disadvantaged data by the CPOC: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

#### Needs:

- In Science, there was a 1% decrease between the ECD (86%) and All Students (87%).

# Comprehensive Needs Assessment



## Demographics \*

### Demographics Summary Continued:

#### Economically Disadvantaged

#### Strengths:

On the STAAR exam by grade level: (at Meets and Masters Level)

- In Reading, Meets Level there is no achievement gap between ECD (58%) and All students (58%).
- In Reading, Masters Level there is no achievement gap between ECD (32%) and All students (32%).
- In Mathematics, Meets Level there is no achievement gap between ECD (70%) and All students (70%).
- In Mathematics, Masters Level there is no achievement gap between ECD (41%) and All students (41%).
- In Writing, Meets Level there is no achievement gap between ECD (57%) and All students (57%).
- In Science, Masters Level is no achievement gap between ECD (35%) and All students (35%).
- **On Domain 3, Closing the Achievement Gap for the Economically Disadvantaged, Garza Elem. earned a score of 100, component and scale score.**

Comprehensive Needs Assessment Continued: Goal AREA 1-4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p style="text-align: center;"> <b>Domain I:</b>  <b>Student Achievement</b>  <b>Target Score: 60</b>  <b>Garza El. Score: 55/ Scale Score 90</b> </p> <p style="text-align: center;"> <b>Domain 2:</b>  <b>School Progress</b>  <b>Part A: Academic Growth</b>  <b>Garza El. Part A-A Score: 63/Scale Score 59</b>  <b>Part B: Relative Performance</b>  <b>Target Score: 54 (A)</b>  <b>Garza El. Part B-A. Score:55/Scale Score 90</b>  <b>Overall School Progress Scale Score 92</b> </p> <p style="text-align: center;"><b>Technology</b></p>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Math (Approaches-89%, Meets-67%, Masters-40%)</li> <li>• 4<sup>th</sup> Grade Math (Approaches-90%, Meets-72%, Masters-46%)</li> <li>• 5<sup>th</sup> grade Math (Approaches-94%, Meets-72 %, Masters-33%)</li>   <li>• Campus Exceeded the State Target for Domain 2 meeting and exceeding the progress measure.</li> <li>• Received Distinction Designation with scale score of 92.</li> <li>• Ranked #6 in Campus Type Comparison Group out of 40 campuses in Texas</li>   <li>• Technology equipment available: promethean boards, laptops, win books, iPad, iPod, CPS clickers, computers in each class, printers, 2 COWs (with sets of 24), Scanners, poster maker, Mimeo boards</li> <li>• Academic programs: Imagine Learning (PreK-5<sup>th</sup> Grade)</li> <li>• Campus Instructional Technology teacher on campus</li> <li>• Technology club</li> <li>• Robotics Club in K-1<sup>st</sup> &amp; 4<sup>th</sup>-5<sup>th</sup> Gr.</li> <li>• Class Dojo communication</li> <li>• School Messenger</li> <li>• Library data bases available</li> <li>• Monthly technology staff trainings.</li> <li>• Facebook</li> </ul>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Reading (Approaches -85%, Meets-57%,Masters-35%)</li> <li>• 4<sup>th</sup> Grade Reading (Approaches -88%, Meets-59%, Masters-32%)</li> <li>• 5<sup>th</sup> Grade Reading (Approaches-96%, Meets-58%, Masters-28%)</li> <li>• 4<sup>th</sup> Grade Writing (Approaches-80%, Meets-57%, Masters-12%)</li>   <li>229 growth points earned out of 292 total possible points, score of 78.</li>   <li>• Integration of technology in instruction and increase the use of student technology for instructional rigor</li> <li>• Student personal technology devices (e.g., IPad, iPod)</li> <li>• PreK – 5<sup>th</sup> Gr. Imagine learning program</li> </ul>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>• Increase the number of Meets and Masters Level in all subgroups and subject areas.</li>   <li>Address the needs of identified students to meet the progress measure in 2018-19 in Reading and Mathematics</li>   <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> <li>• Class Dojo</li> </ul>

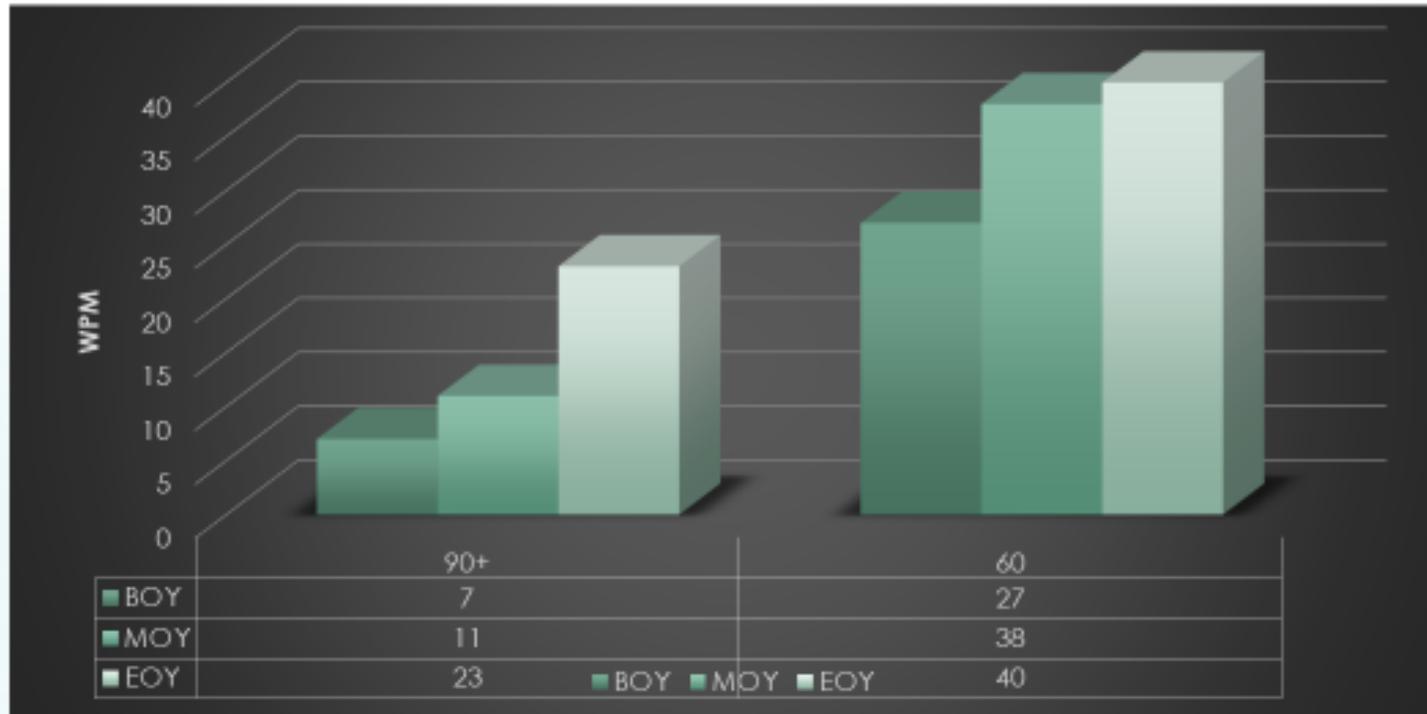
# SUMMARY OF FINDINGS

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
2	<p>Domain 3: Closing the Gaps Target Score: 100 <b>Garza El. Score: 70 = C</b></p>	<ul style="list-style-type: none"> <li>• STAAR Math 3<sup>rd</sup> – 5<sup>th</sup> Gr. ECD Level II (90%)</li> <li>• STAAR Reading(All Students) – ECD at Meets Gr. Level (61%)Master(37%)</li> <li>• STAAR Math(All Students)-ECD at Meets Gr. Level(72%)Masters(51%)</li> <li>• Campus Exceeded the Sate Target for Index 3 of 28 with 59 pts. Meeting and exceeding the Closing performance Gap standard.</li> <li>• Received Distinction Designation 59, 31 pts. above the target</li> <li>• Ranked #2 in Campus Type Comparison Group out of 40 campuses in Texas</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR Writing 4<sup>th</sup> Gr. ECD (70%)</li> <li>• STAAR Science 5<sup>th</sup> Gr. ECD (89%)</li> <li>• TELPAS ratings for a few students in U.S. Schools multiple years are at BEG/INT. levels</li> </ul>	<p>Special population groups will receive additional support , intensive interventions during the day and during tutoring in reading, writing, math, and science.</p>
3	<p>Improve Safety, Public Support, Culture and Climate</p>	<ul style="list-style-type: none"> <li>• Neighborhood school</li> <li>• New buildings/renovations</li> <li>• Communication in both English and Spanish</li> <li>• Elementary parent engagement is high</li> <li>• Onsite parent meetings</li> <li>• Parent Volunteers</li> <li>• Parent literacy nights by gr. level</li> <li>• Library Parent Reading Nights</li> <li>• Parent Educator at campus level (1/2day)</li> <li>• Parent Centers for Alamo area</li> <li>• Business Partnerships</li> <li>• Participate in community festivals, parades, performances, walks.</li> <li>• Student drama plays (at least 4 /yr.)</li> <li>• Pre-K Roundup (home visits)</li> <li>• Dropout Recovery Visits</li> <li>• Come Back Home Initiative</li> <li>• Peter Piper Family Night</li> <li>• Pastries for Parents</li> <li>• McTeacher Night</li> <li>• Meet the Teacher Night/Open House</li> <li>• Thanksgiving Food can drive</li> <li>• Christmas Secret Santa Society/Target gifting</li> <li>• Million Father March</li> <li>• Pack the House</li> <li>• Child Cancer Awareness Event Participants</li> </ul>	<ul style="list-style-type: none"> <li>• Full time parent educator on campus</li> </ul>	<ul style="list-style-type: none"> <li>• On-site parent educator every day of the week.</li> </ul>

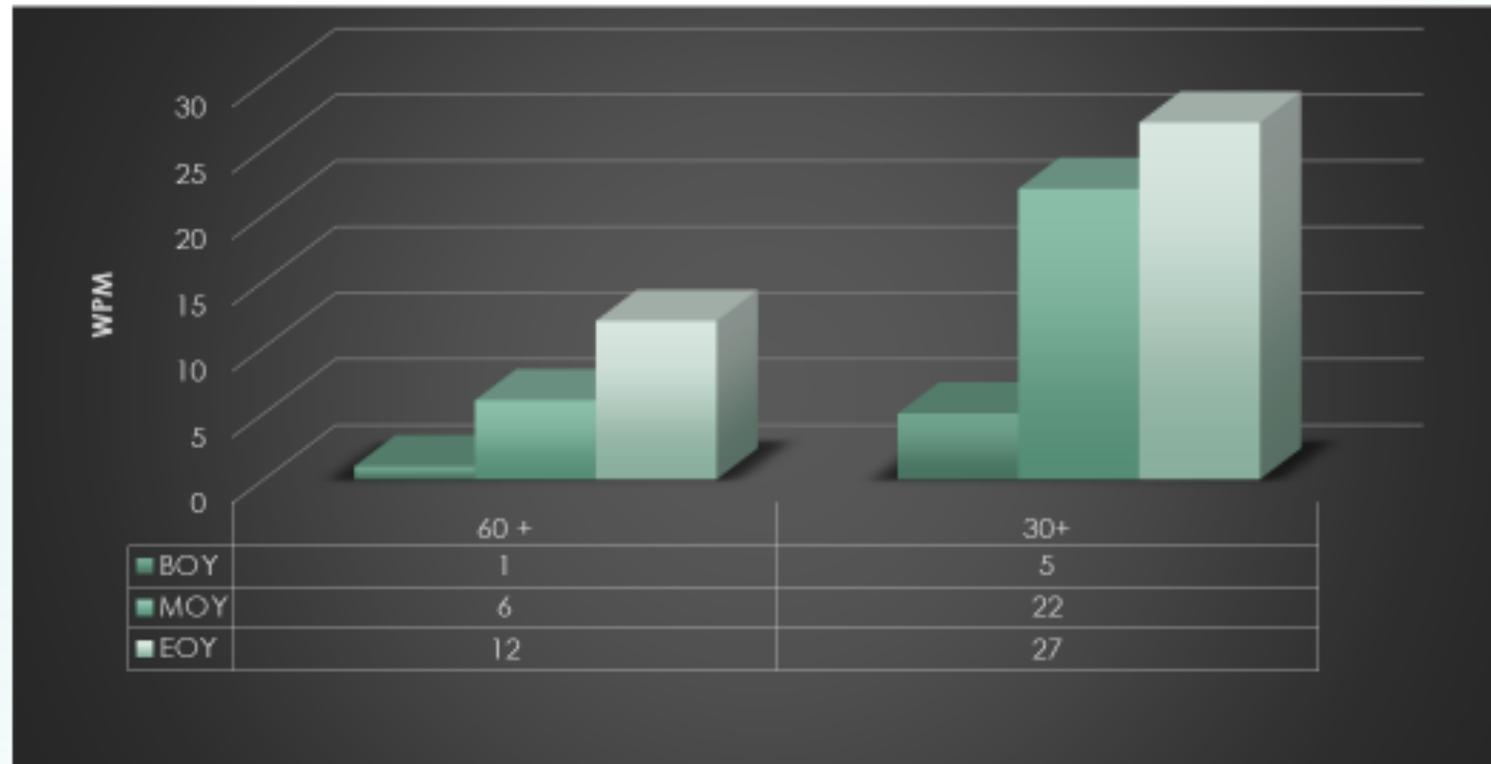
Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3	<p align="center"><b>Improve Safety, Public Support, Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>• Great student attendance – Six Weeks Elementary Champs</li> <li>• 98% Attendance Rate for school yr.</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> <li>• Monthly Staff Birthday celebrations</li> <li>• Student &amp; Staff Birthday recognitions</li> <li>• Student Academic Progress Celebrations</li> <li>• Award’s Assemblies</li> <li>• Kindergarten Graduation at High School</li> <li>• Yearly Fall Festival</li> <li>• Head-Start/Daycare transition</li> <li>• 5<sup>th</sup> to Middle School transition</li> <li>• High school Children’s Shows</li> <li>• Fundraisers for staff/student needs (e.g., cancer, autism, kidney, heart awareness)</li> <li>• Cinco De Mayo, 16 de septiembre, Thanksgiving, Christmas, Veterans day, celebrations.</li> <li>• 100<sup>th</sup> Days of school Celebrations</li> <li>• Positive Campus based behavior matrix</li> <li>• PSJA Guiding Principles</li> <li>• UIL, cheerleaders, AR Laureate Club, Robotics, Chess, DI, Rising Stars, Environmental Club , Photography Club, Track, Volleyball, softball, football, soccer, basketball</li> <li>• Red Ribbon Month Activities</li> <li>• Enrichment Camps</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in Student Enrollment and Retention</li> <li>• District Level Recognition to school for academic excellence /meeting all STAAR distinctions designations</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Improve student retention</li> </ul>
4	<p align="center"><b>Staff Quality, Recruitment, and Retention</b></p>	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• New Teacher Mentor Teachers</li> <li>• CLC time for teachers to plan for effective instruction</li> <li>• McRel Evaluation Tool</li> <li>• District Elementary Teacher of the Year</li> <li>• Back to School Fair at Memorial High School</li> <li>• Bilingual, Grade level chairperson, Master’s degree, UIL, Chess, DI, Robotics stipends</li> <li>• McRel Teacher Incentive Pay</li> <li>• TSL Grant</li> <li>• Paraprofessional in pre-k and Kinder</li> </ul>	<ul style="list-style-type: none"> <li>• Trainings for BTLPT exams</li> <li>• Additional paraprofessionals to effectively reach all students.</li> <li>• CLL used to model and guide new teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance for teachers to pass state exams such as the BTLPT exam</li> </ul>

# TPRI/Tejas Lee Fluency Results 2nd grade Goal: 90 wpm /Total Students: 77



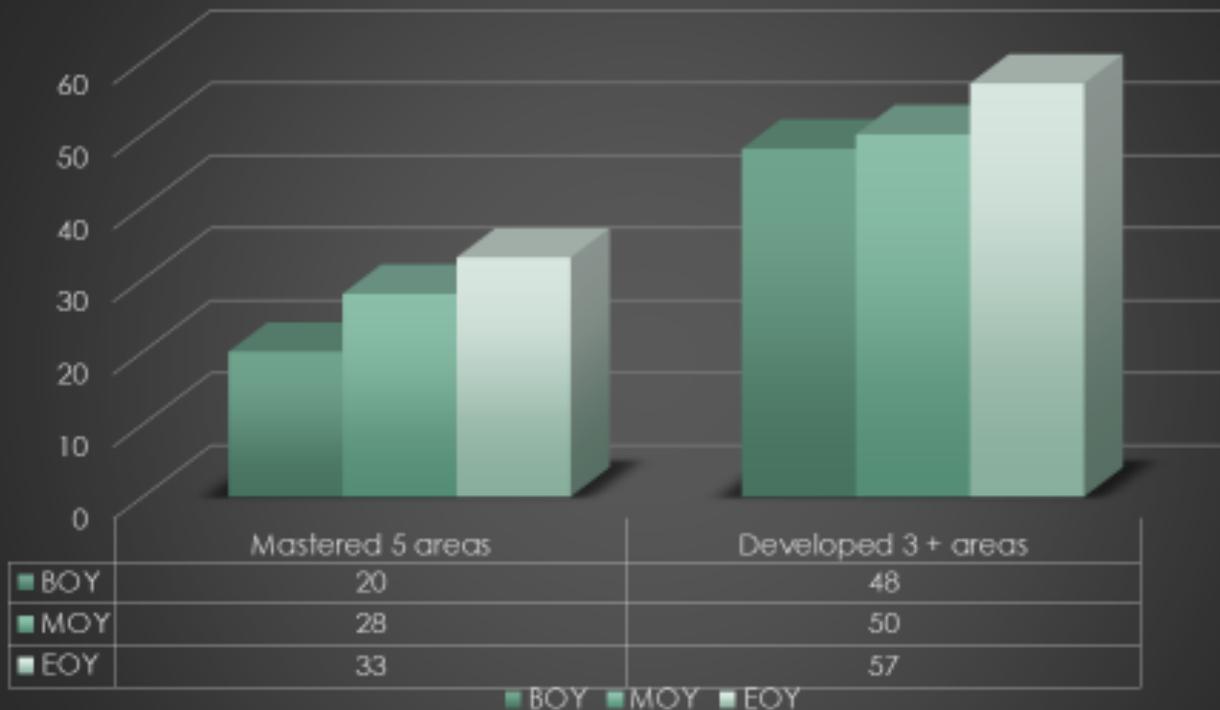
# TPRI/Tejas Lee Fluency Results 1st grade Goal: 60 wpm/ Total Students: 68



# TXKEA Results

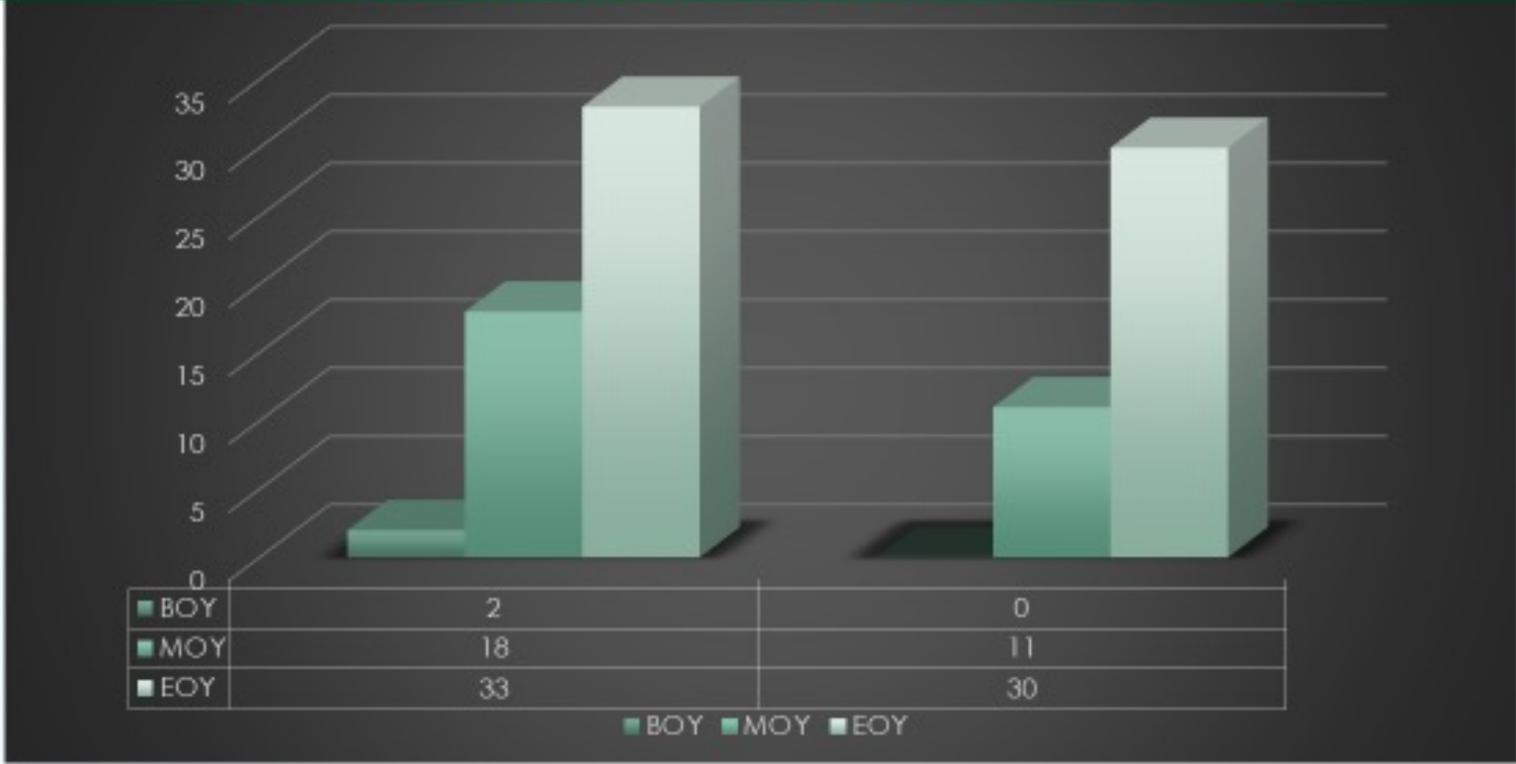
## Mastered all 5 Areas Tested

### Kinder Total Students: 80



# Pre-Kinder Circle

4 Areas Tested/Total Students: 46



# CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	At-Risk
Number	<b>571</b>	278	293	25	339	0	0	49	562	16	545
Percent	100%	48.7%	51.3%	4.4%	59.2%	0	0	8.6%	98.4%	2.8%	95%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	573	573	0	0	1	0
Percent	100	100	0	0	0	0

# CAMPUS DEMOGRAPHICS



Total Enrollment : 571

Grade Levels: Pre-Kinder – 5<sup>th</sup> Grade

Percent	Garza Elem.	PSJA ISD	STATEWIDE
Hispanic	100%	99.00%	51.34%
Economically Disadvantaged	98.4%	77.00%	60.26%
EL	59.2%	40.00%	17.04%

# Student Achievement Summary 2019

STAAR Performance	Reading	Math	Writing	Science	Totals	Percentages
Number of Assessments	248	248	90	82	668	
Approaches Grade Level or Above	211	223	63	73	570	85%
Meets Grade Level or Above	115	149	35	55	354	53%
Master Grade Level	57	93	11	22	183	27%
Total Percentage Points						165
Student Achievement Domain I STAAR Component Score (Total Percentage Points ÷ 3)						55 = Scale Score of <b><u>91/A</u></b>

2019 Academic Growth

MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD  
Data Table

ELA/Reading and Mathematics

Current-Year Performance on STAAR												
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	8	18	-	0	20	-	-	5	0		
Approaches Grade Level	-	13	0	-	36	20	-	-	11	4		
Meets Grade Level	4	-	-	28	-	-	-	13	14	20		
Masters Grade Level	1	-	-	16	-	-	32	-	-	75		
Total Number of Tests	5	21	18	44	36	40	32	13	30	99		
Total Points	0	0	18	0	18	40	0	6.5	30	99	211.5	338
Score												63

ELA/Reading

Current-Year Performance on STAAR												
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	4	12	-	0	9	-	-	1	0		
Approaches Grade Level	-	9	0	-	22	12	-	-	6	2		
Meets Grade Level	0	-	-	15	-	-	-	4	10	7		
Masters Grade Level	1	-	-	4	-	-	22	-	-	28		
Total Number of Tests	1	13	12	19	22	21	22	4	17	37		
Total Points	0	0	12	0	11	21	0	2	17	37	100	168
Score												60

Mathematics

Current-Year Performance on STAAR												
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	4	6	-	0	11	-	-	4	0		
Approaches Grade Level	-	4	0	-	14	8	-	-	5	2		
Meets Grade Level	4	-	-	13	-	-	-	9	4	13		
Masters Grade Level	0	-	-	12	-	-	10	-	-	47		
Total Number of Tests	4	8	6	25	14	19	10	9	13	62		
Total Points	0	0	6	0	7	19	0	4.5	13	62	111.5	170
Score												66

**Texas Education Agency**  
**2018 Closing the Gaps Status Table**  
**MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD**

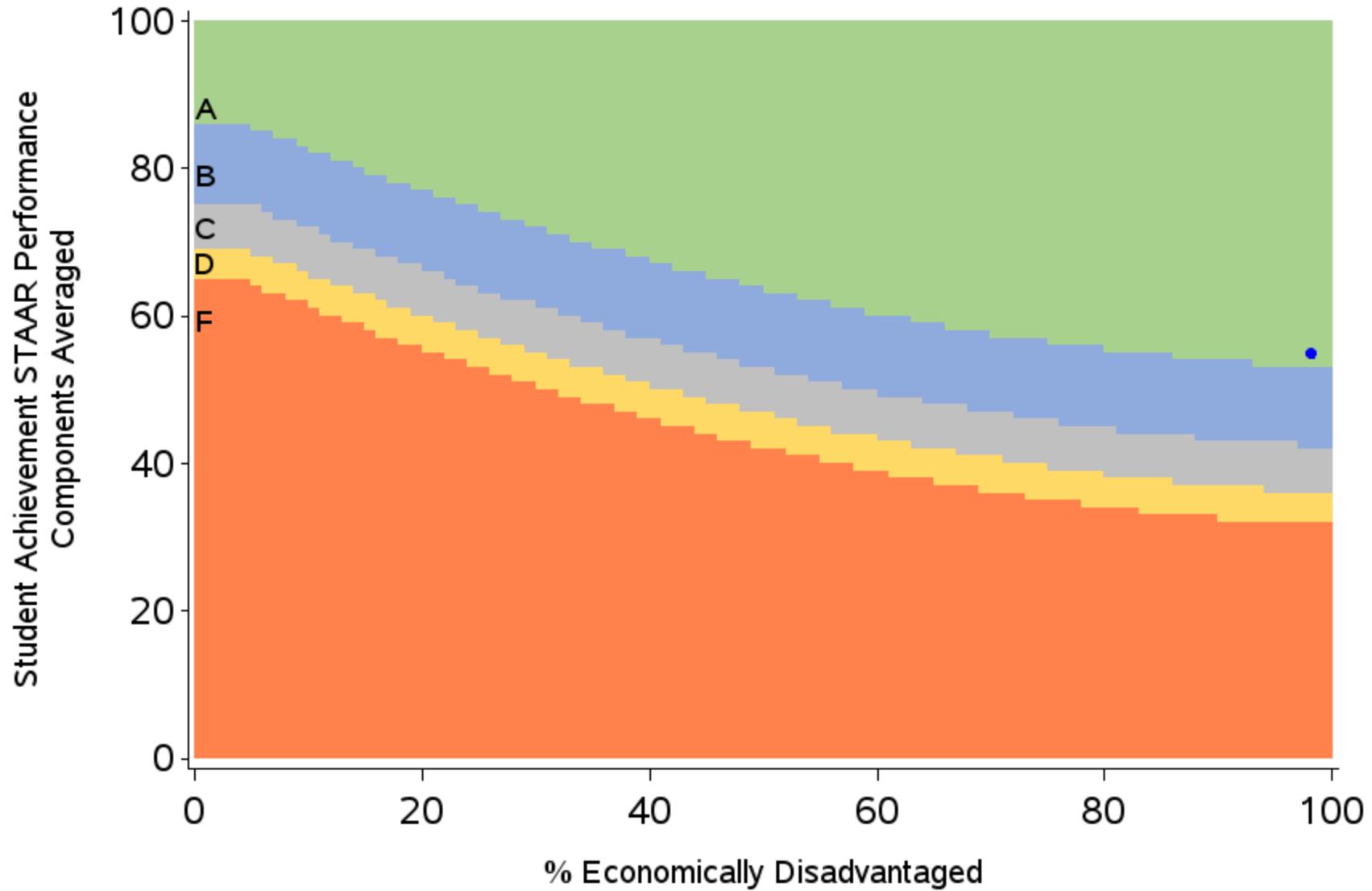
	★ All Students	African American	★ Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	★ Econ Disadv	EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	★ Continuously Enrolled	★ Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score	
<b>Academic Achievement Status</b>																				
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%						
Target Met	Y		Y						Y	Y			Y	Y						
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%						
Target Met	Y		Y						Y	Y			Y	Y						
Total Indicators															12	12	100%	30.0%	30.0	
<b>Growth Status</b>																				
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%						
Target Met	Y		Y						Y	Y			Y	Y						
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%						
Target Met	Y		Y						Y	Y			Y	Y						
Total Indicators															12	12	100%	50.0%	50.0	
<b>Graduation Rate Status</b>																				
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a						
Target Met																				
Total Indicators																				
<b>English Language Proficiency Status</b>																				
ELP Target										42%										
Target Met										Y					1	1	100%	10.0%	10.0	
Total Indicators																				
<b>Student Success Status</b>																				
STAAR Component Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%						
Target Met	Y		Y						Y	Y	Y		Y	Y						
Total Indicators															7	7	100%	10.0%	10.0	
<b>School Quality Status</b>																				
CCLR Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%						
Target Met																				
Total Indicators																				
<b>Total</b>																				<b>100</b>



**MARCIA R. GARZA ELEMENTARY**

<b>Component</b>	<b>Percentage of Evaluated Indicators Met</b>	<b>Weight</b>	<b>Total Points</b>
Academic Achievement (Domain I)	92%	30%	27.60
Growth Status	8%	50%	4.0
English Language Proficiency	100%	10%	10
Student Success Status	100%	10%	10
Closing the Gap Domain III Score			<b>52= 71</b>

**Texas Education Agency  
2019 Relative Performance**  
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD



**Marcia R. Garza Elementary**  
**STAAR Accountability A-F Rating: 94 = A = Met Standard**

Domains	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weighted Points
Student Achievement (Domain I)	91			
School Progress Part A (Domain II)	59			
School Progress Part B (Domain II)	90	90	90	55
Closing the Gaps (Domain III)	71			52
<b>Overall Score</b>				<b>83</b>
<b>2019 Campus Overall Rating</b>				<b><u>Met Standard</u></b>



# Approaches

Campus	Prior Year	Prior Year
Marcia R. Garza Elem.	89%	85% <b>-6</b>

Subject	Prior Year	
Mathematics	90%	90%
Reading	89%	86% <b>-3</b>
Science	94%	90% <b>-4</b>
Writing	80%	70% <b>-10</b>

Curriculum	Prior Year	Current Year
Mathematics 03	89%	89%
Mathematics 04	87%	90% <b>+3</b>
Mathematics 05	95%	94% <b>-1</b>
Reading 03	84%	85% <b>+1</b>
Reading 04	83%	88% <b>+6</b>
Reading 05	88%	96% <b>+8</b>
Science 05	89%	94% <b>+5</b>
Writing 04	71%	80% <b>+9</b>

# MEETS

Campus	Prior Year	Current Year
Marcia R. Garza Elem.	63%	66% <b>+3</b>

Subject	Prior Year	Current Year
Mathematics	66%	70% <b>+4</b>
Reading	51%	58% <b>+7</b>
Science	51%	87% <b>+36</b>
Writing	41%	57% <b>+16</b>

Curriculum	Prior Year	Current Year
Mathematics 03	67%	67%
Mathematics 04	67%	72% <b>+5</b>
Mathematics 05	64%	72% <b>+8</b>
Reading 03	48%	57% <b>+9</b>
Reading 04	45%	59% <b>+14</b>
Reading 05	59%	58% <b>-1</b>
Science 05	51%	86% <b>+35</b>
Writing 04	41%	57% <b>+16</b>

# MASTERS

Campus	Prior Year	Current Year
Marcia R. Garza Elem.	38%	33% <b>+5</b>

Subject	Prior Year	Current Year
Mathematics	40%	41% <b>+1</b>
Reading	26%	32% <b>+14</b>
Science	33%	35% <b>+2</b>
Writing	19%	12% <b>-7</b>

Curriculum	Prior Year	Current Year
Mathematics 03	49%	40% <b>-9</b>
Mathematics 04	32%	46% <b>+14</b>
Mathematics 05	39%	33% <b>-6</b>
Reading 03	28%	35% <b>+7</b>
Reading 04	22%	32% <b>+10</b>
Reading 05	29%	28% <b>-1</b>
Science 05	33%	35% <b>+2</b>
Writing 04	19%	12% <b>-7</b>

# Goals 2021-2022

Domain I				
STAAR Performance				
	Reading	Mathematics	Writing	Science
Approaches	89%	91%	80%	94%
Meets	58%	70%	57%	87%
Masters	32%	41%	12%	35%
2019 Goals				
Approaches	92%	95%	90%	96%
Meets	60%	75%	60%	88%
Masters	35%	45%	30%	37%

# Goals 2021-2022

Domain II		
Academic Growth		
	2018	2019 Goals
Growth Points Earned Out of 292 possible points	229	250

**Score =78**

# Goals 2021-2022 Domain III –Closing the Gap

Academic Achievement (Percentage at MEETS Grade Level or Above)													
Campus	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non-Continuously	Total Met	Total Eval.
<b>Reading</b>	46	-	46	100	-	38	46	39	0	52	29	8	9
<b>Targets</b>	44	32	37	60	74	19	33	29	36	46	42		
<b>2020 Goals</b>	50		50	100	-	40	50	40	36	55	42		
<b>Math</b>	60	-	60	100	-	46	60	52	0	65	45	9	9
<b>Targets</b>	46	31	40	59	82	23	36	40	44	47	45		
<b>2020 Goals</b>	65		65	100		50	65	60	45	70	50		
Academic Growth													
Campus	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non-Continuously	Total Met	Total Eval.
<b>Reading</b>	60	-	60	-	-	75	60	57	50	57	68	2	8
<b>Targets</b>	66	62	65	69	77	59	64	64	65	66	67		
<b>2020 Goals</b>	70	-	70	-	-	80	65	65	65	70	70	8	8
<b>Math</b>	66	-	66	-	-	80	66	61	50	65	67	1	8
<b>Targets</b>	71	67	69	74	86	61	68	68	70	71	70		
<b>2020 Goals</b>	75	-	70	-	-	85	70	70	75	75	75	8	8
Student Achievement Domain													
Campus	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non-Continuously	Total Met	Total Eval.
<b>Domain I</b>	55	-	55	67	-	40	55	49	44	59	45	9	9
<b>Targets</b>	47	36	41	58	73	23	38	37	43	48	45		
<b>2020 Goals</b>	60	-	60	70	-	45	60	50	45	60	50	9	9
English Language Proficiency Status													
Campus	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously	Total Met	Total Eval.
<b>TELPAS</b>								61					
<b>Targets</b>								36					
<b>2020 Goals</b>								65					

## 2021-2022 District & Campus Goals



- Goal Area 1: Student Achievement
- Goal Area 2: Closing the Achievement Gap
- Goal Area 3: Improve Safety, Public Support, Culture and Climate
- Goal Area 4: Increase Staff Quality, Recruitment and Retention

*All strategies and action steps highlighted in yellow represent our sub-populations.*



# Goal Area 1: Student Achievement



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 1:</b>	Student Achievement
<b>Annual Goal 1:</b>	All identified student groups in Domain I STAAR Performance will increase 5% in meets and master's level by June 2021.
<b>Objective 1:</b>	All identified student groups will increase 5% in meets level by end of June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Differentiation of Instruction	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Teachers & Staff *Instructional Coach *Collaborative Learning Leader	*District Curriculum *Istation Reading *Imagine Math *Accelerated Reader *MY ON *Summit K12 *SSRW *DRA *STAAR Release Assessments (BM I & II) Teacher Created Materials Leveled Readers, Story works, CIF Strategies, Nursery Rhymes, Fairy Tales, Novel Sets, Bilingual Dictionaries, Lake shore manipulatives, TEKSING Toward STAAR	*Aug. 2021 *Sept. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2021 *February *March 2021 *April 2021 *May 2021 *June 2021	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring *TX KEA Reports *CLI Reports *Data Walls in Data Den *Growth walls in classrooms *DRA Reports *Student Growth Setting Reflections *SLO	*Increase of students to meets and masters' level *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS -CLI -TX KEA	1. Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Unpack of TEKS Implementation of detailed lesson plan to show differentiated Instruction
- 2) Student groups' data will be disaggregated at campus levels to determine student progress and increase performance at the Meets level and above
- 3) Use assessment data to drive intervention plans and build intervention time into the day at every level
- 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Daily small group intervention and acceleration	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Teachers & Staff *Instructional Coach *Collaborative Learning Leader	*District Curriculum *Istation Reading *Imagine Math *Accelerated Reader *MY ON *Summit K12 *SSRW *DRA *STAAR Release Assessments (BM I & II) SSRW, Mentoring Minds, Thinking Ups, Bill McDonald, Migrant Tutors ELPS strategies, Voyager/Pasaporte Forde Ferrier, Kamico Writing Motivational Mentoring Minds, Science , Reading , Writing, Brilliant Education	*Aug. 2021 *Oct. 2021 *Nov. 2021 *Jan. 2021 *March 2021 *April 2021 *May 2021 *June 2021	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *CLC *Walkthroughs *TX KEA Reports *CLI Reports *Data Walls in Data Den *Growth walls in classrooms *DRA Reports *Student Growth Setting Reflections	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TX KEA -CLI	1. Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Allocate resources (e.g., Istation, Accelerated Reading/Star software, and myON) to facilitate reading development for student groups
- 2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
- 3) Ensure that campus schedules allow for instructional time for program implementation
- 4) Partnership with Arise Tutoring
- 5) STAAR Academies

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 1:</b>		Student Achievement					
<b>Annual Goal 1:</b>		All identified student groups in Domain I STAAR Performance will increase 5% in meets and masters level by June 2021.					
<b>Objective 2:</b>		All identified student groups will participate in extra curricular activities to influence student achievement by the end of June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Student surveys and teacher collaboration will be used to gather data to influence extracurricular opportunities.	*Teachers *Staff *Students *Principal * Assistant Principal * UIL Coordinator *Collaborative Learning Leader	*Robotics Kits *Chess Boards *UIL *ETA Cuisenaire, calendar math, research based high interest reading (boy/girl)	-Aug. 2021 -September 2020 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May2021 -June 2021	Committees (teacher led) UIL clubs Destination Imagination, Rising Stars, Chess teams, technology team, student council, choir, cheerleading, sports, blue bonnet reading club, Capstone projects, living historical museum, SDG Fair. -girl scouts -boy scouts -SDG goal 5 GENDER EQUALITY -Student Council leadership classes -Counselors Corner Etiquette classes	-UIL/Club competition registration -Library activity logs -Awards, recognitions, ceremonies -Virtual recognition -Virtual acknowledgments -Social Media acknowledgements	Program participation UIL Events Tournaments Attendance logs Competition results	1. Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Conduct student centered surveys to measure campus and community climate to offer high interest extracurricular activities.							
2) Provide opportunities for teachers to collaborate and construct unique opportunities for students to participate in clubs and organizations.							
3) Partnership with Alamo Middle School and PSJA Wolverines , band, cheerleaders, orchestra, dancers and other club sponsors.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All staff member will sponsor or coach extracurricular activities.	*Paraprofessionals *Teachers *Collaborative Learning Leader *Librarian *Counselor *Assistant Principal *Principal	UIL guidance material Robotic Kits Chess kits Art kits Guitars Professional Development Scienceaurus, Science Far, Library books	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-Club registration -Participation logs -Competitions -Enrollment -girl scouts -boy scouts -SDG goal 5 GENDER EQUALITY -Student Council leadership classes -Counselors Corner Etiquette classes	Increased daily attendance Social Emotional well being Increase in student participation in extracurricular activities. Growth Mindset School Creed	Competitions M, STAAR, TELPAS, CBA's, Progress Monitoring.	B -1. Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Provide training for teachers to equip them with the necessary tools for their extracurricular activity.							
2) Provide resources, such as application skills training for teachers.							
3) Hosa Health Fair, District Wide Career Fair							

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 1:</b>	Student Achievement
<b>Annual Goal 2:</b>	All identified student groups in Domain II Part A Academic Growth will show an increase of at least 5% in the Final Domain II score by the end of June 2021.
<b>Objective 1:</b>	All identified student groups in Domain II Part A will be monitored to ensure a minimum of 5% growth by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers are meeting weekly (CLC's) on testing subjects to breakdown and analyze grade level TEKS to monitor the effectiveness of the curriculum, teaching and learning.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Paraprofessionals	District Curriculum, Istation Reading, Imagine Math, Read 180, STAAR Release Assessments (BM I & II), Criterion, NewsELA Pearson Dr. Diana Ramirez Strategies Common Instructional Framework Fundamental 5	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May2020 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Cross Level Meeting (vertical alignment)	-Closing the achievement gap among Special Education students and the all student group  -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1)Provide training for teachers on differentiating instruction and data analysis.
- 2) Teachers will create growth data binders and use data to collaborate and implement differentiating instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Provide professional development for teachers and co-teachers assigned to tested areas to deliver instruction at the meets and masters level	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II) -DR Diana Ramirez Organizers -Thinking Maps -Pearson -Common Instructional Framework -Fundamental 5	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results -Learning Walks -Istation -Imagine Math -DRA -TX KEA reports -CLI Reports -DMAC reports for data -Collaborative Learning Communities	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c .c

**Action Steps**

- 1)Provide training for teachers on district curriculum, testing strategies and online platforms
- 2)Teacher will desegregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
- 3)Teachers will conduct learning walks to collaborate on best practices and implementation of differentiated instruction.
- 4)Provide specific instructional training for co-teachers to best serve students remotely or in class.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Ensure the teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -Istation Reading -Imagine Math -Write From The Beginning -Fundamental 5 -Thinking Maps -STAAR Release Assessments (BM I & II) -Austism Training -SpEd. Manipulatives (Lakeshore) -Dyslexia -Leveled Readers,	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects -Data Driven Instruction	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 1:</b>	Student Achievement
<b>Annual Goal 2:</b>	All identified student groups in Domain II Part A Academic Growth will show an increase of at least 5% in the Final Domain II score by the end of June 2021.
<b>Objective 2:</b>	All identified student group assessments and benchmarks data will be used to monitor student progress toward meeting growth by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive assessment data for their students within 48 hours of the test administration.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum, Istation Reading, -- -Imagine Math, Read 180, STAAR -Release Assessments (BM I & II) -Dr. Diana Ramirez Strategies -Pearson -Fundamental 5 -CLF Strategies	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -CLI Reports -TX KEA Reports	-Closing the achievement gap among Special Education students and the all student group -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-1 .Comprehensive Needs Assessment a,b,c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

**Action Steps**

- 1) Data will be analyzed in order to drive intervention and acceleration according to student needs.
- 2) Data rooms will be available in data den for data analysis and monitoring student progress.
- 3) Professional Development training on data analysis will be provided to all teachers

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All subpopulation groups will be monitored to ensure they are on track to and show growth on the 2021-2022 STAAR.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -Istation Reading -Study Sync -STAAR Release Assessments (BM I & II) -Dr. Diana Ramirez Strategies -Pearson -Fundamental 5 -CLF Strategies	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results -District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -CLI Reports -TX KEA Reports	-Increase academic performance of Special Education on all BM, STAAR assessments -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	1 .Comprehensive Needs Assessment a,b,c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

**Action Steps**

- 1) All teachers will follow the modification/accommodations for the special education students in their classrooms in order to differentiate instructional needs.
- 2) All teachers will follow the accommodations for all RTI/504 students in their classroom.
- 3) Provide teachers with Lead4ward/TEKS/DMAC training on subpopulation data analysis

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Parent academic conferences and literacy night will be conducted following each district CBA or benchmark with parents of students in the identified subgroups to share interventions available.	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II) -Dr. Diana Ramirez Strategies -Pearson -Fundamental 5 -CLF Strategies	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs -SLO's	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



**Goal Area 1:** Student Achievement

**Annual Goal 3:** All identified EL students will maintain or show growth in all TELPAS proficiency levels; listening, speaking, reading, and writing by the end of June 2021.

**Objective 1:** All identified EL students will be monitored to ensure a minimum of 5% growth, as a campus, by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers are meeting weekly (CLC's) to collaborate on ideas and best practice for TELPAS proficiency levels in listening, speaking, reading, and writing.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum, Istation Reading -Imagine Math, Read 180, STAAR -Release Assessments (BM I & II), -Criterion, NewsELA -Dr. Diana Ramirez Strategies -Pearson -Fundamental 5 -CLF Strategies	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Mcrell	-Closing the achievement gap among Special Education students and the all student group -Data driven instruction -Measure student growth	-1 .Comprehensive Needs Assessment a,b,c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

1)Provide training in: ELPS, LSRW, SIOP, TELPAS specific strategies, and differentiating instruction and data analysis.

2) Teachers will create growth data binders and use data to collaborate and implement differentiating instruction to target TELPAS proficiencies.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers are integrating Common Instruction Framework strategies, Sustainability Goals and Literacies in daily lessons.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II) -Dr. Diana Ramirez Strategies -Pearson -Fundamental 5 -CLF Strategies	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results -SDG fair -Presentation -Read in Peace -Virtual Show and Tell (21st century skills)	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

1)Provide training on Common Instructional Framework Strategies and protocols.

2)Teacher will receive an updated review on SDG's, TELPAS strategies, Fundamental Five, etc.

3)Teachers will participate in leadership walks (virtual) in order to gather data and collaborate effectively.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 1:</b>	Student Achievement
<b>Annual Goal 3:</b>	All identified EL students will maintain or show growth in all TELPAS proficiency levels; listening, speaking, reading, and writing by the end of June 2021.
<b>Objective 2:</b>	All EL students will be monitored bi-weekly to ensure a 5% overall growth in TELPAS proficiency levels by June 2021

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers submit progress monitoring by proficiency level at the end of every 6 weeks.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-Summit K12 -Data binder -Growth charts -Problem of the day with review -ELPS strategies	-Aug. 2021 -Sept.2020 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Special Education students and the all student group	-Weekly Assessments -CBA I -BM I & II -TELPAS -STAAR -CLI -TXKEA	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Provide training for teachers on differentiated instruction using Depth of Knowledge and the different proficiency levels.
- 2) Teachers will create growth data binders and use data to collaborate and implement differentiating instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Serve the academic and social needs of our EL's through tutorials, counseling services, extracurricular, and school organizations, such as UIL, robotics, chess, etc.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	Tutorial logs Counseling logs Participation rates and rosters	-Narrowing the achievement gap.	-Weekly Assessments -CBA I -BM I & II -TELPAS -STAAR -CLI - TXKEA	1. Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- 1) Teachers will sponsor high interest clubs or uil activities to target the Social emotional needs of EL's.
- 2)Teacher will analyze individual student data from current and previous administrations.



# Goal Area 2: Closing the Achievement Gap



COLLEGE<sup>3</sup>  
READY.CONNECTED.COMPLETE.

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



**Goal Area 2:** Closing The Gap

**Annual Goal 1:** All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.

**Objective 1:** All identified student groups in the Closing the Gaps domain will be monitored bi-weekly to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress weekly and drive interventions	-*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -MyOn -SummitK12 -AR -Growth data binders -Progress Monitoring forms. -STAAR Release Assessments (BM I & II) -Voyager -Leveled Readers	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -STAAR -BM I & II -STAAR -TELPAS -Istation reports -Imagine Math reports. -DRA -CLI -TX KEA	1. Comprehensive Needs Assessment- a,b,c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)

2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above

3)Use assessment data to drive intervention plans and build intervention time into the day at every level

4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Provide professional development for teachers and co-teachers on research based best practices to increase differentiated instruction support.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-PD provided by: Campus Leadership Team -Teachers -Directors -in house personnel -District Coordinators -District Strategist -Curriculum Writers	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2020 -June 2021	-TAPR Report -Domain III Data Report -Item Analysis Report -Performance Level Descriptors -Curriculum Documents -Teacher Lessons and lesson plans -Virtual reflections through Google Classroom, -Class dojo, and virtual platforms.	Student Progress Profiles, DMAC Reports, Campus Data Reports, [CPRs] Campus Performance Review Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	-Formative assessments -CBAs -Benchmarks -STAAR -TELPAS -CLI -Texas KEA	1 .Comprehensive Needs Assessment a,b,c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

1)Provide training for teachers on district curriculum, testing strategies and online platforms

2)Best practices reviewed during weekly CLC's as well as CIF strategies with virtual online assistance and trainings.

3)Leadership team will present best practices to grade levels during CLC's

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
English Learners will be monitored to demonstrate academic progress in the area of reading.	-*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 2:</b>	Closing The Gap
<b>Annual Goal 1:</b>	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.
<b>Objective 2:</b>	All identified student groups in the Academic Achievement component will meet 80% of the indicators by being provided high-quality, research-based instruction throughout the 2021-2022 school year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Prioritize high quality professional development directly tied to data analysis and identified student needs	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	District Curriculum, Istation Reading, Imagine Math, STAAR Release Assessments (BM I & II), Criterion, Study Sync, NewsELA	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -Maty 2020 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Enligh Learners and the all student group	-Weekly Assessments -CBA I -BM I & II -STAAR -TLPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c c

**Action Steps**

- 1) ELPS training will be provided for all members to serve the needs of our EL students
- 2) Inclusion, supplemental aids, modified instructions, and RTI training will be provided for all staff member to meet the needs of students served in special education.
- 3) Provide Lead4ward training for all teachers on Data Analysis/Differentiated Instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor campus implementation of accommodations, co teaching, inclusion support and interventions to accelerate progress.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals and Assist. Principals	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Curriculum -Istation Reading -Study Sync -Vogayer -Forde Ferrer RTI -Fluency Progress Monitorind -STAAR Release Assessments (BM I & II)	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Weekly Assessments -CBA I -BM I & II -STAAR -TLPAS -CLI -TX KEA -Fluency Cjecks	-1. Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Serve the academic and social needs of subgroups through tutorials, counseling, extra-curricular and school organizations such as UIL Robotics, CHESS, Student Council, Technology club, Choir, Book Clubs, drama, environmental clubs
- 2)Provide Dyslexia services to students identified with dyslexia characteristics by 504 committee
- 3)Using data room, teachers will monitor assessment results and lead data analysis discussions and plan appropriate targeted instructional interventions.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

**Action Steps**

- 1)
- 2)

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



**Goal Area 2:** Closing The Gap

**Annual Goal 1:** All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.

**Objective 3:** Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development and training opportunities for teachers and support staff in researched based Reading and Mathematics strategies targeted for Special pops.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal Principal *Campus Leadership Team *special education teacher *Highly qualified district personnel.	District Curriculum, Istation Reading, Imagine Math STAAR Release Assessments (BM I & II),	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Special Education students and the All student group	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- Utilize district professional development platform Hoonuit to provide quality training.
- Allocate PD time slots for teachers to meet and discuss findings of professional development trainings.
- Cross grade level collaboration and alignment of instruction and sharing of best practices.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Provide professional development for delivery of instruction to target reading at the meets and masters level.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II) Clever (MyOn)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, -End of Six Weeks Survey Results -Summit K12	-Increase academic performance of Special Education on all BM, - STAAR, CIL, TX KEA -CBA's -Weekly assessments -6 weeks exams -Progress monitoring.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -CLI -TX KEA	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- Provide training for teachers on district curriculum, online platforms, and supplemental support aides.
- Teacher will disaggregate test questions to further deepen the tested concepts and their understanding.
- Conduct surveys to all staff to provide high interest, high need professional development opportunities of preference.
- Provide specific instructional training for co-teachers to best serve special education students remotely or in class.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Ensure the teacher of record is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -CLI -TX KEA	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- Collaborate with all teachers and coteachers of the special education students to discuss effective teaching strategies and align support structures and research-based practices that are proven to work for the student.
- Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.
- Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 2:</b>		Closing The Gap						
<b>Annual Goal 2:</b>		At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.						
<b>Objective 1:</b>		All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2021						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
-Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	-*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2020 -Jan. 2021 -Feb. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans Application	-Closing the achievement gap among student groups -Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR/EOC tested subjects - An increase on our STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)								
2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above								
3)Use assessment data to drive individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.								
4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
-Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set and monitor their own academic goals.	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	
<b>Action Steps</b>								
1) Students assist in placing their 2019 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year.								
2) Students update data-growth walls after each CBA and Benchmark to acknowledge their growth, or areas of need.								
3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth								
1) Students assist in placing their 2019 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year with short term and long term goals.								
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	*Teachers *CLL *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 2:</b>	Closing The Gap
<b>Annual Goal 2:</b>	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.
<b>Objective 2:</b>	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The progress of special education students will be monitored, and appropriate academic interventions will be provided.	Instructional Coaches Language and Math Specialists *Teachers *CLL *Grade level Chairs *Principals *Assistant Principal Principal Leadership Team  *Campus	DMAC Program Istation Reading Imagine Math Benchmarks Unique Benchmarks IEP Goal Progress	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly assessments	1.Comprehensive Needs Assessment- a,b,c, 2.Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c -10. Coordination and integration of Federal, State, and Local Services, Programs and Funds Funds- a,b,c

**Action Steps**

- 1)Provide professional development in the areas of ELA/SLA, Math, Best Practices on Co-Teaching, and State Assessment Accessibility Features and Designated Supports.
- 2)Provide specialized materials and supplies as per students' IEP.
- 3)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Special education personnel will support the academic needs of students with disabilities.	Instructional Coach/CLL Language and Math Specialists *Teachers *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Special Education Instructional Staff *Counselor *504/RTI Committee *LPAC Committee	Special education data management system EschoolPlus/COGNOS DMAC	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	Campus Administrator Walk-throughs Special education classroom visits Special education teacher service schedules Student daily service logs Completed student IEP progress reports	-Academic progress in Reading and Math	-Weekly Assessments -CBAs -BMs -STAAR/EOC -TELPAS -CLI -TX KEA -Campus monthly assessments	1.Comprehensive Needs Assessment- a,b,c, 2.Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c -10. Coordination and integration of Federal, State, and Local Services, Programs and Funds Funds- a,b,c

**Action Steps**

- 1)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.
- 2)Provide consultation to campus staff and parents to ensure student needs are met.
- 3)Provide specialized materials and supplies as per students' IEP.
- 4)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	*Instructional Coach/CLL *Teachers *Grade level Chairs *Principals *Assistant Principal *Campus Leadership Team *Special Education Instructional Staff *Counselor *504/RTI Committee *LPAC Committee	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA -Campus Progress Monitoring -Fluency Checks	1.Comprehensive Needs Assessment- a,b,c, 2.Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c -10. Coordination and integration of Federal, State, and Local Services, Programs and Funds Funds- a,b,c

**Action Steps**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 2:</b>	Closing The Gap
<b>Annual Goal 2:</b>	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.
<b>Objective 3:</b>	All English Learners will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The progress of EL student's academic growth in the areas of Reading and Mathematics will be monitored bi-weekly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -Think Up -Summit K12 -Clever -Accelerated Reader -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) and identify EL groups to address specific academic needs based on growth performance
- 2) EL student group data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
- 3) Use assessment data to drive EL students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.
- 4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide specialized professional development that addresses the ELPS (English Language Proficiency Standards) for Reading and Mathematics.	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -Think Up -Summit K12 -Clever -Accelerated Reader -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2020 -June 2021	-CLC meetings -District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA -Fluency Checks	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching
- 2) Provide specialized training on the ELPS to be able to support student needs based on academic progress needs
- 3) Provide professional development on differentiated instruction to assist EL student groups in meeting academic progress.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Differentiate instruction for English Learners based on their individual academic needs.	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -Istation Reading -Imagine Math -Think Up -Summit K12 -Clever -Accelerated Reader -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA -Fluency Checks	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Analyze student assessments (CBAs and Benchmarks) to identify specific areas of need for EL students.
- 2) Provide targeted instruction based on EL group needs during intervention/accelerated time (small group, Extended day tutoring, Saturday tutoring)

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



**Goal Area 2:** Closing The Gap

**Annual Goal 3:** English learners will advance by at least one level on the TELPAS composite rating from June 2019 to June 2021.

**Objective 1:** By June 2021, staff servicing English Learners will be proficient in all dual language support systems.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards.	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal Principal Leadership Team *Campus	-English Language Proficiency Standards -District Curriculum -Linguistic Instructional Alignment Guide -	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Sign in Sheets  Agendas  PowerPoint Presentations Plans Objectives (posted)  Lesson Language	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

Specialized personnel will offer multiple trainings throughout the school year.

Specialized personnel will ensure that the ELPS are integrated across

Specialized personnel will monitor and support teachers with the implementation of the ELPS during instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-CLC meetings -Think UP -Accelerated Reader program -Leveled Readers -District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings.

Specialized personnel will coach staff members on instructional learning strategies on the implementation of the ELPS.

Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

**Action Steps**



## Goal Area 3: Improve Safety, Public Support, Culture and Climate



COLLEGE<sup>3</sup>  
READY. CONNECTED. COMPLETE.

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 2:</b>	Closing The Gap
<b>Annual Goal 3:</b>	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.
<b>Objective 2:</b>	By June 2021, progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed TELPAS writing practice into Reading/ELAR designated times, daily.	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Counselor *Librarian	-English Language Proficiency Standards -Write from the Beginning -Think Up -Summit K12	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Growth Charts -short term goals -long term goals	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) and identify EL groups to address specific academic needs based on growth performance
- 2) EL student group data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
- 3) Use assessment data to drive EL students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.
- 4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening, Speaking and Writing.	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -Istation Reading -Imagine Math -Think Up -Tutoring sessions -STAAR Release Assessments (BM I & II) Voyager Summit K 12	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Readers Theatre -Sustainability Fair -Show and Tell -AR Renaissance -Historical Living Museum -MYON	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Growth Charts -short term goals -long term goals	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Review and analyze with students one question daily
- 2) Review academic vocabulary, sentence starters and conversation stems daily
- 3) Integrate Common Instructional Framework strategies and Protocols into daily lessons.
- 4) Incorporate 21<sup>st</sup> century learning/Sustainability Goals into daily lessons

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 1</b>	By June 2021, the campus culture and climate will increase 10% on teachers and staff perception of staff-student relationships.						
<b>Objective 1:</b>	By June 2021, student social and emotional learning knowledge and skills will increase by 9%.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Counselor *Librarian	*Region One Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys *SEL courses *Hoonuit trainings	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	*Attendance Reports *Walk Through/Observation Reports *Timelines * Powerpoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys *Social media weekly challenges	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panoroma Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	2) Reform Strategies a,b,c, 6) Strategies to Increase Parental Involvement a,b,c,d, 8) Teacher Decision Making Regarding Assessments a,b,c, 10), Coordination and Integration of Federal, State, and a,b,c,

**Action Steps**

- 1) Implement Pre-K through 5 comprehensive counseling and guidance curriculum during counseling class
- 2) Deliver virtual Social Emotional Learning Student Academies
- 3) Implement weekly kindness challenge
- 4) Integrate growth mindset lessons into daily curriculum

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra curricular activities	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Counselor *Librarian	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	2) Reform Strategies a,b,c, 6) Strategies to Increase Parental Involvement a,b,c,d, 8) Teacher Decision Making Regarding Assessments a,b,c, 10), Coordination and Integration of Federal, State, and a,b,c,

**Action Steps**

- 1) Implement and address skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- 2) Promote the five competencies in extra curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed the sustainability goals and literacies into daily lesson and activities	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Counselor *Librarian	Sustainability goals Research based best practices	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	*Attendance Reports *Walk Through/Observation Reports *Timelines * Powerpoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Attendance rosters by club/uil activity *Student feedback *Parent surveys *STAAR data *BM data *CLI data *TX KEA data	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener *district surveys *"counselor's corner" *SEL check ins	2) Reform Strategies a,b,c, 6) Strategies to Increase Parental Involvement a,b,c,d, 8) Teacher Decision Making Regarding Assessments a,b,c, 10), Coordination and Integration of Federal, State, and a,b,c,

**Action Steps**

- 1) Have students research and make connection to sustainability goal story and/or passage
- 2) Have annual Sustainability Fair
- 3) Sustainability Fridays, students are learning about a different goal each Friday

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 1</b>	By June 2021, the district's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.						
<b>Objective 2:</b>	By June 2021, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	*Teachers *Teacher assistants *Counselor *Principal *Counselors	*Powerpoint Presentations *Hoonuit training platform *Timelines *Campus PD *Counselors Corner *Tools and resources to monitor effectiveness	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports *Google document surveys *Panorama SEL	*Increase in student participation and performance * Improvement in attendance and extracurricular activities.	*survey results. *google forms *student reflection *Counselors journal	1. Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c  #10
<b>Action Steps</b>							
1.) Utilize the "Counselor Corner" support and lessons/workshops for teachers and staff which provide social emotional learning topics							
2.) Train teachers and staff on the counseling and guidance lessons and resources							
3.) Provide access to lesson plans, book studies, and resources for social emotional learning.							
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Teachers and counselor will implement and integrate social emotional learning activities with their students	*Teachers *Teacher assistants *Counselor *Principal *Counselors	*Lessons on SEL interventions *Counselors Corner *Curriculum timeline *Tools and resources to monitor its effectiveness *Panorama	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -May 2021 -June 2021	*Walk Through feedback and documentation *Completed Teacher Surveys *Completed student surveys *Lesson Plans *virtual morning announcements with kindness challenges	*Increase in student participation and performance * Improvement in attendance and extracurricular activities.	*survey results. *google forms *student reflection *Counselors journal *Panorama data	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms							
2) Use restorative practices and de-escalation techniques							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
<b>Action Steps</b>							

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 3:</b>		Improve Safety, Public Support, Culture and Climate					
<b>Annual Goal 2:</b>		By June 2021, the students' perception for their physical and psychological school safety will improve 5%.					
<b>Objective 1:</b>		By June 2021, 100% of Marcia R. Garza personnel will be trained on the implementation of safety and violence prevention protocols that will increase school safety.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for all Marcia R. Garza campus staff, security officer, and support personnel on safety procedures to increase school safety	*Emergency response team *Nurse *Security Guard *Teachers *Assistant Principal *Principal *Counselor *District Police *Local Police *Community members	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits *Hoonuit *Nurse *student cumulative folders *counselors' corner *	*August 2020 *November 2020 *January 2021 *March 2021 *April 2021	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data *Emergency Response team training documentation *Hoonuit trainings *Rtl data	*Campus Emergency Response team response time decrease in practice drills *No active threat situations *Improved security/safety audit *Rtl data	*BOY, MOY, and EOY security/safety audits *fire drills *Counselor's Corner *Emergency response team trainings *Rtl data	1. Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Train on lockdown procedures and active threat situations							
2) Conduct daily security/safety audits at all campuses							
3) Professional development and trainings on safety procedures, mental wellness, and school procedures.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train all Marcia R. Garza staff members on the social, psychological and physical well-being measurement systems and resources. (SEL trainings, Hoonuit, virtual teachers' lounge, resources for social emotional wellness)	*Emergency response team *Nurse *Security Guard *Teachers *Assistant Principal *Principal *Counselor *District Police *Local Police *Community members	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys *Hoonuit *security cameras *virtual SEL library *Counselors Corner *Restorative trainings	*August 2020 -Sept. 2021 *November 2020 *January 2021 *March 2021 *April 2021 *May 2021	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data *Emergency Response team training documentation *Hoonuit trainings *Rtl data	*Decrease in behavior and attendance concerns *Students' perception of school safety has improved  *student surveys *Staff surveys *Parent surveys *Rtl data	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports *counselor's report *SEL documentation. *google questionnaire *Rtl data	1. Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices.							
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<b>Action Steps</b>							

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



**Goal Area 3:** Improve Safety, Public Support, Culture and Climate

**Annual Goal 2:** By June 2021, the students' perception for their physical and psychological school safety will improve by 5%.

**Objective 2:** By June 2021, 100% of Marcia R. Garza will implement safety and prevention protocols that will increase school safety.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for campus personnel, security guard, and support staff on safety procedures to increase school safety and community relationships.	*Emergency response team *Nurse *Security Guard *Teachers *Assistant Principal *Principal *Counselor *District Police *Local Police *Community members	*Training equipment *virtual training sessions *Power Point Presentation *Security cameras *Security/Safety audits	*August 2020 *January 2021 *March 2021 *May 2021	*Agendas *Sign-in sheets *Security/Safety audit reports *School drills documentation *social media ✓ Facebook ✓ Twitter ✓ Instagram ✓ Flipgrid ✓ Google classroom ✓ Class dojo	*No active threat situations *Improved security/safety audits *Growth Mindset material	*BOY, MOY, and EOY security/safety audits *Growth Mindset reflections *Kindness challenges (virtually displayed on social media)	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

1)Train on lockdown procedures and active threat situations

2) Conduct daily security/safety audits at all campuses

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development courses for all Marcia R. Garza Elementary staff on social media platform safety and proper cyber etiquette to prevent misconduct and disruption as well as increase a sense of belonging and social wellness.	*Emergency response team *Nurse *Security Guard *Teachers *Assistant Principal *Principal *Counselor *District Police *Local Police *Community members	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys	*August 2020 *January 2021 *March 2021 *May 2021	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data *Rtl data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *Students' perception of school safety has improved *Rtl data	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports *Rtl data *Counselors data/reports	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

1) Train on de-escalation of disruptions, enforce restorative practices and positive growth mindset.

2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

**Action Steps**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 3:</b>		Improve Safety, Public Support, Culture and Climate					
<b>Annual Goal 3</b>		By June 2021, the students' and teacher's perception for their physical and psychological school safety will improve by 10%.					
<b>Objective 1:</b>		By June 2021, 80% of parents will participate in informational and training sessions.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host campus information and training sessions on a variation of topics using flexible scheduling, different days and times as well as social media platforms.	*Parental Educators *Community Engagement Recruiters *District Staff *Teachers *Assistant Principal *Principal *Counselor	*Research Based Best Practices *Parent and Community meetings *Parent Educator *Texas Education Agency Material *Reading Material and Technology Programs *Hoonuit *Growth Mindset book study *School Messenger	*August 2020 *January 2021 *March 2021 *May 2021	*Meeting invitations *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *Attendance Reports *PAC invitations	*Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance *google forms *Panorama survey *family feedback	1 .Comprehensive Needs Assessment a,b,c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Implement Marcia R. Garza virtual and face to face Family Learning Academies on a bi-weekly basis							
2) Provide parent training sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)							
3) Schedule literacy and entrepreneurship sessions to support families							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide parental Learning sessions and tutorials geared to high interest topics and high need distance learning platforms.	*Parental Educators *Community Engagement Recruiters *District Staff *Teachers *Assistant Principal *Principal *Counselor	*Social Media *Weekly Calendar (kindness challenges) *monthly campus calendar with upcoming events *Parent Surveys *Parent Questions on Chat and *One on One Meetings *Growth Mindset *Book Study *District cross campus leadership walks	*August 2020 *January 2021 *March 2021 *May 2021	*Sign-in Sheets *Invitations *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's courses *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*Assessment Results *Participation *Performance *google forms *Panorama survey *family feedback	1 .Comprehensive Needs Assessment a,b,c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Conduct weekly meetings with Marcia R. Garza Elementary staff on ways to engage more parents to information and training sessions							
2) Utilize tools such as school messenger and social media outlets to promote parent participation and information.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<b>Action Steps</b>							

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 3</b>	By June 2021, the students and teachers' perception for their physical and psychological school safety will improve by 10%						
<b>Objective 2:</b>	By June 2021, 90% of our parents will be connected with community partners and resources.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Host a variety of campus sessions and courses which include community partners and volunteer instructors .	*Parental Educators *Community Engagement Recruiters *District Staff *Teachers *Assistant Principal *Principal *Counselor	*District Registration Page *Literacy Center Calendars *Campus monthly calendar *weekly tech. Session calendar *Community Pamphlets and Brochures	*August 2020 *January 2021 *March 2021 *May 2021	*Community Service Projects *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College *PSJA Grant (teacher grants) *PSJA Scholarship Foundation	*Accountability Reports provided by Collaborative Partners *Assessment Results *Participation *Performance *google forms *Panorama survey *family feedback	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments- a,b,c 9. Effective & Timely - Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Partner with feeder campuses to unite efforts and involve families of the community.							
2)Promote community partners hips such as ARISE, Headstart campus visits, PSJA Grants, PSJA Scholarship foundation, PSJA ISD webpage, social media access, and local businesses (HEB, Stars, Tower Burger, etc)							
3)Recruit volunteer instructors to teach literacy and entrepreneurship courses (PSJA Memorial and surrounding feeder campuses)							
	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Meet with community partners periodically to address goals and expectations of parental involvement and partnerships.	*Parental Educators *Community Engagement Recruiters *District Staff *Teachers *Assistant Principal *Principal *Counselor	*District Registration Page *Literacy Center Calendars *Campus monthly calendar *weekly tech. Session calendar *Community Pamphlets and Brochures	*August 2020 *January 2021 *March 2021 *May 2021	*Meeting Notes *Local library virtual visit *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects) *parent al involvement and participation counts.	*Increase participation in community service projects *Assessment Results *Participation *Performance *google forms *Panorama survey *family feedback *SDG fair *Community Fall Festival *	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Analyze parent input, student surveys, teacher feedback, to target high need programs, address goals and expectations as needed.							
2) Create community service projects based on parent needs/feedback/surveys.							



## Goal Area 4: Increase Staff Quality, Recruitment and Retention



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention
<b>Annual Goal 1:</b>	By June 2021, 80% of Marcia R. Garza Elementary teachers and will be "Highly Effective".
<b>Objective 1:</b>	Use walk-through data to monitor and support teacher effectiveness

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and review data from Instructional Focus Walk-Throughs and the impact on highly effective instructional delivery.	*District Staff *Teachers *Assistant Principal *Principal *CLL *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	*TXCEE data *DMAC data *walk through feedback *Teacher learning walks. *Leadership Walks	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TLPAS -SEL feedback -Counselors Corner feedback -Mindful check ins	1) Comprehensive Needs Assessment- a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9.Effective & Timely -Assistance to students experiencing difficulty-a,b,c -10. Coordination and integration od Federal, State, and Local Service es, Programs, and Funds a,b,c

**Action Steps**

- 1) Track and record current walk-through form information from district personnel/programmers.
- 2) Compile data from walk throughs and previous year McREL teacher evaluation.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct 10 walk throughs and follow up feedback sessions to focus on GROW and GLOW data.	*District Staff *Teachers *Assistant Principal *Principal *CLL *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	Instructional Focus Walk-Throughs McREL Evaluation tool *TXCEE data *DMAC data *walk through feedback *Teacher led learning walks.	-Aug. 2021 -Oct. 2021 -Nov. 2021 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Development of revised Instructional Walk-through focus tool  -walk through form for virtual/distance learning -Collect and review data. -Teacher reflection form	-Student engagement.  -Closing the achievement gap. -Student centered classrooms. -Positive classroom environment.	Review walk-through focus tool mid-year and end of year.	1) Comprehensive Needs Assessment- a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9.Effective & Timely -Assistance to students experiencing difficulty-a,b,c -10. Coordination and integration od Federal, State, and Local Service es, Programs, and Funds a,b,c

**Action Steps**

- 1) Provide feedback from administration team, and CLL to chart progress.
- 2) Revise/Update Walk-Through Form

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
		Instructional Focus walk-through form	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment.	Review walk-through focus tool mid-year and end of year.	1) Comprehensive Needs Assessment- a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9.Effective & Timely -Assistance to students experiencing difficulty-a,b,c -10. Coordination and integration od Federal, State, and Local Service es, Programs, and Funds a,b,c

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 4:</b>		Increase Staff Quality, Recruitment and Retention					
<b>Annual Goal 1:</b>		By June 2021, 80% of Marcia R. Garza Elementary teachers and will be "Highly Effective".					
<b>Objective 2:</b>		Campus Leadership team will review and reflect minutes, agendas, and feedback from vertical alignment meetings.					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Grade Level Chairs will provide bi-weekly feedback through a newly designed vertical alignment instrument.	*Teachers *Assistant Principal *Principal *CLL *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	Instructional walk-through focus tool -Minutes form -feedback form -Agendas -Common planning time (vertical alignment discussions)	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2020 -Jan. 2021 -Feb. 2021 -March 2021 -April 2021 -May 2021 -June 2021	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	1) Comprehensive Needs Assessment- a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9.Effective & Timely -Assistance to students experiencing difficulty-a,b,c -10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds a,b,c
<b>Action Steps</b>							
1) Create vertical alignment meeting schedule.							
2) Create feedback form for alignment concerns.							
3) Create a form for GLC's to document minutes and feedback information from their grade level and others.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
All teachers will be provided with weekly instructional feedback by campus administrators, CLL, campus leadership team.	-Principal -Asst. Principal -CLL -Grade Level Chairs (GLC)	Instructional walk-through focus tool	-Aug. 2021 -Sept. 2021 -Oct. 2021 -Nov. 2021 -Dec. 2020 -Jan. 2021 -Feb. 2021 -March 2021 -April 2021 -May 2021 -June 2021	CLC agendas Admin/teacher conferences Feedback form from GLC's Minutes Agendas Virtual recordings of meetings	Professional growth and high-quality teaching	Weekly walk-through data	1) Comprehensive Needs Assessment- a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9.Effective & Timely -Assistance to students experiencing difficulty-a,b,c -10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds a,b,c
<b>Action Steps</b>							
1) Schedule time to meet with teachers addressing no more than 2 areas of need.							
2) Provide learning opportunities, ie... peer observations to observed effective strategies based on areas of need.							
3) Discuss minutes, feedback forms, and alignment findings.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention
---------------------	---

<b>Annual Goal 2:</b>	Marcia R. Garza Elementary Leadership team will use evaluation systems to increase staff quality, recruitment and retention by May 2021.
-----------------------	--

<b>Objective 1:</b>	Develop the skills in teacher and teacher evaluators needed to complete fair, valid teacher evaluations.
---------------------	--

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for all Marcia R. Garza Elementary teachers based on their professional development goals.	*Teachers *Assistant Principal *Principal *CLL *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	Funding, professional development needs data, professional development trainers -Hoonuit -CLL trainings -district PD opportunities	Sept. 2021 Feb. 2021 April 2021 May 2021	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Improved student performance, higher teacher retention rate	Progress monitoring, CBA, STAAR, SLO's, McREL	1. Comprehensive Needs Assessment a,b,c, 3. Instruction by Highly qualified Teachers a,b,c, 4. High Quality and Ongoing Professional Development a,b,c, 5. Strategies to Attract High Qualified Teachers a,b,c,

**Action Steps**

1) Collect evidence of teacher PD needs.

2) Review academic reports for district and campus needs

3) Plan, schedule and hold trainings that are specific to the teachers' interest and need.

**Action Steps**

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for all Marcia R. Garza Elementary teacher evaluators based on professional development goals.	*Teachers *Assistant Principal *Principal *CLL *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	Funding, professional development needs data, professional development trainers, calibration trainings opportunities -Hoonuit -CLL trainings -district PD opportunities	Sept. 2021 Feb. 2021 April 2021 May 2021	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Data showing increase alignment between teacher evaluation and student performance	McREL evaluation data, student performance data	1. Comprehensive Needs Assessment a,b,c, 3. Instruction by Highly qualified Teachers a,b,c, 4. High Quality and Ongoing Professional Development a,b,c, 5. Strategies to Attract High Qualified Teachers a,b,c,

**Action Steps**

1) Schedule quarterly meetings for teacher evaluation Calibrations

2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.

3) One on one review by campus teacher evaluations and compare to student performance.

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
MARCIA R. GARZA ELEMENTARY 2021-2022**



<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 2:</b>	Marcia R. Garza Elementary Leadership team will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
<b>Objective 2:</b>	Support the professional growth of Marcia R. Garza Elementary campus leaders by monitoring, evaluating, and providing feedback using McREL evaluation system twice per year.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
All Marcia R. Garza Elementary campus administrators and Instructional coaches will use a high-quality evaluation system (McREL) to increase staff quality,	Executive Officers, Campus principal, assistant principal, CLL, CLF's (Campus Leadership Facilitators, previously Collaborative Learning Facilitators) and Grade level chair	McRel Evaluation tool Funding, professional development needs data, professional development trainers -Hoonuit -CLL trainings -district PD opportunities	Sept. 2021 Feb. 2021 April 2021 May 2021	McREL evaluations, ERO Numbers and evaluations Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	McREL Evaluations	1.Comprehensive Needs Assessment a,b,c, 3. Instruction by Highly qualified Teachers a,b,c, 4. High Quality and Ongoing Professional Development a,b,c, 5. Strategies to Attract High Qualified Teachers a,b,c, Cal
<b>Action Steps</b>							
1) Professional development for teachers and campus leadership as is provided at the beginning of the school year and continue as needed.							
2)Identify areas of need and provide professional development specific to the needs of the teacher.							
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Continue providing annual McREL calibration certification training	-TxCEE, HR Dept. and Executive Officers Executive Officers, Campus principal, assistant principal, CLL, CLF's (Campus Leadership Facilitators, previously Collaborative Learning Facilitators) and Grade level chair	McRel Evaluation tool Funding, professional development needs data, professional development trainers -Hoonuit -CLL trainings -district PD opportunities	Sept. 2021 Feb. 2021 April 2021 May 2021	McREL evaluations, ERO Numbers and evaluations Sign-in sheets Coaching logs and schedules	Continue providing annual McREL calibration certification training	-TxCEE, HR Dept., campus administration, and Executive Officers	1.Comprehensive Needs Assessment a,b,c, 3. Instruction by Highly qualified Teachers a,b,c, 4. High Quality and Ongoing Professional Development a,b,c, 5. Strategies to Attract High Qualified Teachers a,b,c,
<b>Action Steps</b>							
1)Create opportunities for collaborative instructional review, i.e. Instructional Rounds, learning walks, cross district learning walks, Collaboration between campuses within the district.							
2)Monitor and evaluate data gather during instructional rounds.							
3) Provide support and feedback on areas of need.							